8: Bruner E-5 (1951-1953) 1955
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the older societal values. Kinship provides the means for mutual aid and co-operation in the village as well as a mechanism of social control for ridiculing and cajoling the nonconformist. While the Mandan-Hidatsa social system, with its wide range, embodies the primary societal values of sharing, generosity, group co-operation, and village unity, the converted Indian shifts to the more individualistic American values of accumulating goods and wealth as ends in themselves. Any member of Lone Hill who interacts with others in terms of the Crow kinship system and who meets the obligations of that system will remain an "Indian."

The majority of the Indians who have converted to white ways tend to leave the village to seek their fortunes elsewhere (cf. Spicer 1940; Tax 1941). For this reason, there were few cases of American type kinship systems found in Lone Hill—most such people had already left their village. If all the individuals who adopted a new kinship system as part of a more inclusive conversion experience were to remain in Lone Hill, they might well produce radical changes in the existing social structure of the community. Their departure is a major factor making for the retention of traditional Indian ways. However, some of the converted Indians do continue to live in Lone Hill and do become sources of change in the Crow kinship system.

Individuals in Lone Hill who do not fulfil their kinship obligations destroy the solidarity of the group and the unity of the system. The converted Indian will avoid any kinship tie which involves his sharing material wealth or giving of his time or possessions. One man has developed devious means to accomplish this. He deposits all of his money in a bank so that when people ask him for a loan he can honestly reply that he does not have any money around. He avoids any situation in which he might be called upon to make donations, and, as such, he never attends the social "give-away" dances. This man has consciously narrowed the range of his relationships but he has done so selectively. He will not address another by a kinship term if there is any possibility that he may have to help that person. On the other hand, he does not avoid his joking relatives, for through the structured joking he can make critical remarks about Indian ways which would not be permitted in any other context.

SITUATIONAL DETERMINANTS

As converted Indians who use the generational system do interact with their many relatives in the village who use the traditional lineage system, some mechanism of adjustment is necessary. Two relatives who follow different kinship systems may have different conceptions of the proper way of relating to one another. The adjustment is usually made through one of the persons' adopting the other's system for that *particular* relationship. Every acculturated individual in the village who ordinarily uses the generational system will use the Indian lineage system with *some* of his relatives. The converse also occurs, as unacculturated Indians sometimes use the American generational system. Individuals thus adjust to the alternate kinship systems, which tends to minimize the changes in the systems themselves.

9:Bruner E-5 (1951-1953) 1956
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further his own ends, nor is there any pressure put upon him to realize absolute ideals. The value of generosity in this perspective, and as defined by the Indian people, is any act which promotes group welfare. Those persons who do work together on such secular affairs as road projects are said to have donated their time to the group. At a dance for his son serving in Korea, one man in Lone Hill donated "the whitewashing of the school lunch room and the repair of the grade school window sashes." As the kinship system embodies the primary societal values, a man's position in society is assured if he meets the obligations of that system at all public gatherings and in his everyday behavior in the village. If a person behaves in any way that destroys group cooperation he is not threatened or physically punished. His mother or older sister will tell him the right way, and if they are not effective his grandparents or other joking relatives will tease and ridicule him into conformity. The Mandan-Hidatsa have a tremendous elaboration of joking relationships which serve as a very effective mechanism of enforcing conformity to group norms.

By the time the unacculturated child becomes an adult, he has been so effectively socialized to Indian ways that white contact has very little influence. But the adult reality is such that he must live in a superordinate white world. This is the sharp discontinuity in his life career. Every Indian must deal with members of white society in order to perform necessary economic and educational activities. The unacculturated Indian does not change himself to become like a white person; instead he learns how to adjust to white people. One informant described the technique as follows: "We Indians are just like those lizards that change their colors. When we are with whites we act one way and when we are with Indians we act another way." I think this kind of compartmentalized behavior is called "situational role specificity"—but possibly the analogy of the chameleon has a virtue of its own. In a sense, the unacculturated people of Lone Hill come to learn two cultures, but it is a case of differential learning with different points of origin. The unacculturated Indian character is incorporated into the child in his formative years, while a superficial knowledge of white culture and of the techniques of adjustment to white people are learned primarily in adulthood. The unacculturated people of Lone Hill are not torn with inner conflict between two worlds; they just internalize the Indian way as children and learn aspects of the white way as a necessary accessory when they become adults. Erikson (1950:115) in his study of the Sioux was intrigued by this point:

> This, it seemed to us, was the most astonishing single fact to be investigated: That Indian children could live for years without open rebellion or any signs of inner conflict between two standards which were incomparably further apart than those of any two generations or two classes in our culture.

The unacculturated Indian does not internalize white ways as an adult, not because all learning stops in childhood, but because of the vast cultural differences between members of the two groups, the nature of the situations in which adult Indian-white interaction occurs, and the attitudes of white